

Preface

Internationalization is a critical issue in higher education today. Many colleges and universities are transforming their curriculum by integrating international perspectives and providing professional development to faculty and staff so that they can effectively participate in today's increasingly global environment. A major reason for internationalization in higher education is that college graduates are expected to become global citizens to be able to successfully communicate in diverse workplace. Students who take courses with international content are believed to be better equipped to effectively communicate in global contexts. Therefore, employers are looking for candidates who not only have appropriate degrees for the job but also foreign language skills and intercultural competence. Furthermore, many colleges and universities are admitting more and more international students, and this makes it necessary to train fellow students as well as faculty and staff about intercultural awareness and multiculturalism.

This book stems from internationalization of curriculum efforts at a higher education institution (Georgia Gwinnett College-GGC). The goal of this book is to provide a platform for faculty not only at GGC but also in other colleges and universities to share their experiences with curriculum internationalization and research. Our target audience are faculty and administrators who are invested in globalizing education in higher education institutions and looking for ways to incorporate international content into their curricula. We believe that this book fills in a gap internationalized education as most books focus solely on the theory or policy with little or no emphasis on actual faculty experiences and challenges they face. This book, however, is one of the handful publications that focuses on the perspectives of faculty and includes examples of successful classroom practices.

There are two sections to this book. Section 1 is a collection of chapters that are written by faculty and staff at GGC, whereas Section 2 consists of chapters written by authors from other higher education institutions in the U.S. and/or abroad. The first 10 chapters in Section 2 describe internationalization process of various undergraduate-level college courses. Chapters 11 and 12, however, discuss programs that help faculty and staff internationalize the curriculum. Also, all chapters in Section 1, with the exception of Chapters 9 and 10, focus on internationalizing social science courses. Below includes a more specific description of each chapter in the book.

- Chapter 1 explains the steps that are taken to internationalize an introductory level American Government course, which surveys the essentials of American government at GGC. The authors discuss the concepts of “internationalization” and “individualization” and explain how they incorporate these concepts into their course using various active learning techniques to help students acquire intercultural competence.

- Similarly, Chapter 2 describes the process of transformation of two Political Science courses into internationalized courses. The author shares successful classroom practices.
- Chapter 3 investigates classroom experiences with international focus in an introductory level human geography class. While teaching the “migration” subject, the author utilizes a multi-tiered activity and promotes intercultural sensitivity awareness among students.
- Like Chapter 3, Chapter 4 explains the author’s experiences working with international content in an Introduction to Human Geography course while focusing less on theoretical descriptions but more on concrete examples of globalism.
- Chapter 5 discusses the inclusion of international content in an undergraduate-level ancient history. The author underlines the important role of course, program, and institution goals as they relate to internationalization of this history course.
- Chapter 6 explains the process of curriculum internationalization of an introductory level Music Appreciation course. The author describes the development of philosophy of music education with international focus and explains curriculum design, assessment practices, and teaching learning activities utilized in class to promote intercultural sensitivity.
- Chapter 7 presents various examples of intercultural material that promote cross-cultural awareness in college classrooms. The author provides sample classroom activities from her anthropology class and points out the importance of exposing students to international and intercultural content to help them develop a better understanding of and appreciation for the cultural differences.
- Chapter 8 describes steps that the author has taken to internationalize a foreign language course through a Language Exchange Pal Project. The author provides detailed description of the project and examines some of the challenges while discussing the preliminary results of a research project.
- Chapter 9 analyzes the process of restructuring a traditional History of Mathematics course as an internationalized course using a Backwards Design model. The authors present active learning strategies and forward assessment techniques to accomplish this goal.
- Chapter 10, on the other hand, presents a successful implementation of a STEM study abroad experience in a nontraditional study abroad destination. The authors address the challenges as well as the strengths of the program and suggest valuable insights about this experience.
- Chapter 11 focuses on one of the training programs (Internationalized Learning Essentials) offered to the GGC faculty as part of the internationalization of the curriculum process. The authors describe the mandatory training program offered to the new faculty and present the survey results regarding faculty perceptions on the training program.
- Chapter 12 describes the efforts of GGC towards internationalization of its curriculum through faculty training programs, study abroad programs, international student and scholar visits and partnerships, and various college-wide international activities and events.
- Chapter 13 investigates the internationalization of higher education curriculum at four-year institutions in eight states including Idaho, Montana, Wyoming, Colorado, Utah, Nevada, Arizona, and New Mexico. The authors identify existing challenges and strengths of internationalization in these institutions and conduct a study applying Peacock’s concept of Grounded Globalism. Their findings suggest innovative practices in internationalized curriculum.
- Chapter 14 explores the process of curriculum internationalization from student point of view in two higher education institutions in the U.S. The authors use a Grounded Theory and an Active

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Interview approach to collect data on student perceptions of integrating intercultural competence into curriculum. Participating students shared opinion on the type of elements (i.e., intercultural awareness, intercultural knowledge, intercultural skills, study abroad opportunities, etc.) they would like to see as a part of an intercultural program.

- Chapter 15 explains the process of preparing teacher education students in one university in the U.S. to do fieldwork in other countries including Liberia, South Africa, and Belize and draw upon narratives written by the students after the trip. The chapter underlines the value of training culturally competent pre-service teachers and helping them develop a global perspective in education.
- Finally, Chapter 16 describes the experience of including intercultural content in an undergraduate-level software engineering course both in the U.S. and China. The author presents a problem-based learning methodology to internationalize this course.